

Title of Instructional Materials: Agile Mind

Grade Level: Grade 6

Reviewers:

Summary of Agile Mind

<p>Overall Rating:</p> <p><input type="checkbox"/> Weak (1-2) <input checked="" type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4)</p> <p>Summary / Justification / Evidence: Web-based. Some standard areas are missing. Not conducive to student interaction or constructed responsive.</p>	<p>Important Mathematical Ideas:</p> <p><input type="checkbox"/> Weak (1-2) <input checked="" type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4)</p> <p>Summary / Justification / Evidence:</p>
<p>Skills and Procedures:</p> <p><input type="checkbox"/> Weak (1-2) <input checked="" type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4)</p> <p>Summary / Justification / Evidence:</p>	<p>Mathematical Relationships:</p> <p><input type="checkbox"/> Weak (1-2) <input checked="" type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4)</p> <p>Summary / Justification / Evidence:</p>

Documenting Alignment to the Standards for Mathematical Practice

Title of Instructional Materials: _____

~~_____~~
Agile Mind - 6

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Overall, the interactive portion lets kids practice & try until successful.

Limited #?? compared to other texts??

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

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Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

animated!

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



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Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

I only reviewed short responses w/ this in "SE"

Indicate the chapter(s), section(s), or page(s) reviewed.

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4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

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Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

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Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

verb stressed?

done for them

classmates or computer?

Indicate the chapter(s), section(s), or page(s) reviewed.

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Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

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Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

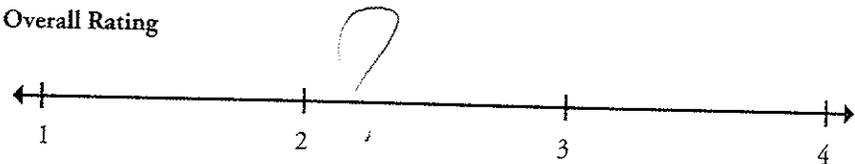
Indicate the chapter(s), section(s), or page(s) reviewed.

Don't really witness

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

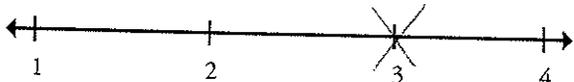
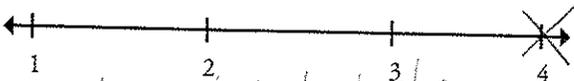
Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>6.RP.1</p> <p>Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p><i>Sees right into scale factor, but the interactive portion makes a good connection perspective drawing</i></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>enlarge & reduce</i></p> <p><i>Questions along the way w/ check questions.</i></p> <p><i>Do they type in responses?</i></p> <p><i>Y/S</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

click & drag

Reviewed By: _____

Title of Instructional Materials: _____

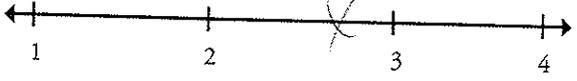
MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>6.RP.2</p> <p>Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."¹</p> <p><i>Show & reworked problems set up w/ #'s & with pictures</i></p> <p><i>w/ wrong, try again, hints available</i></p> <p>¹ Expectations for unit rates in this grade are limited to non-complex fractions.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>6.RP.3a</p> <p>3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p> <p><i>Sometimes</i> <i>will provide rate graphed cost's not-fit line</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
<p><i>Tables</i> <i>Scale factor</i> <i>Graph</i> <i>proportion bars</i></p>	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>6.RP.3b</p> <p>3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>b. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i></p> <p><i>click to reveal</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures  <i>practice questions in ¹ guided ² assessment ³</i></p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>picnic</i></p> <p><i>Understanding & Representing Ratios</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

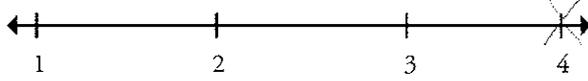
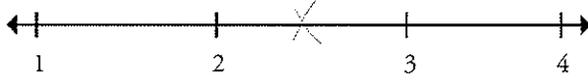
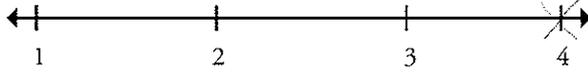
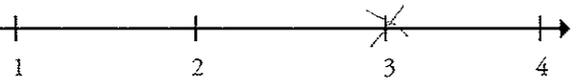
Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.RP.3c	Important Mathematical Ideas
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	
	Skills and Procedures
	
	Mathematical Relationships
	
<i>Does very quickly in first application of division</i>	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	<i>of 66 $\frac{2}{3}$%</i>
<i>Application of %</i>	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating
	

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>6.NS.1</p> <p>Interpret and compute <u>quotients of fractions</u>, and solve <u>word problems involving division of fractions by fractions</u>, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.)</i> How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p style="text-align: center;">7</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <ul style="list-style-type: none"> TEACHES FINDING LIKE FRACTIONS THEN DIVISION ADAPTED TO FIND ANSWER $[2 \div \frac{1}{3} = \frac{1}{3} \div \frac{1}{3} = \frac{2}{3} \div \frac{1}{3} = \frac{2}{1} = 2]$ USE MODELS TO TEACH VISUAL REPRESENTATIONS FOR CONCRETE CONTEXTS <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <ul style="list-style-type: none"> PRACTICE IN COMPUTATION <p>Overall Rating </p>

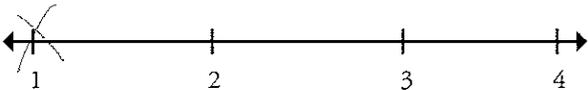
Reviewed By: _____

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Title of Instructional Materials: _____

Right Mind

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Compute fluently with multi-digit numbers and find common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p style="text-align: center;">7</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>SKILL NOT ELIGANT</i></p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____



Apple Kind

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

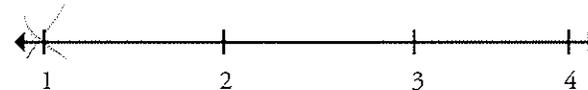
Compute fluently with multi-digit numbers and find common factors and multiples.

6.NS.3

Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

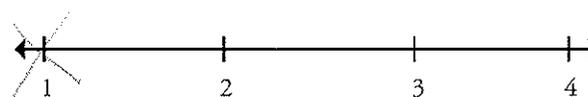
Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

- BRIEFLY DISCUSSES ADDITION AND SUBTRACTION OF DECIMALS
- * TEACHES MULTIPLYING BY CONVERTING DECIMALS TO FRACTIONS, THEN MULTIPLYING, THEN CONVERTING BACK TO DECIMAL
- * SHOWS PATTERNS FOR DIVIDING DECIMALS; CONVERTS DECIMALS TO FRACTIONS TO FIND COMMON DENOMINATOR TO DIVIDE

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

- * DOES NOT RELATE $\frac{1}{10}$ / $\frac{1}{100}$ OF DECIMALS TO INDICANT BASE-10 CONCEPTS
- * DOES NOT PROVIDE COMMON ALGORITHMS
- * DOES NOT PROVIDE SUFFICIENT PRACTICE

Overall Rating



Indicate the chapter(s), section(s), and/or page(s) reviewed.

*6 - brief mention of +/- decimals
7*

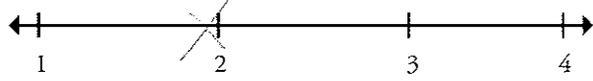
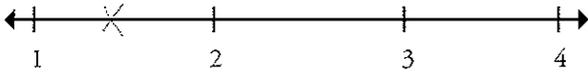
Reviewed By: _____

Title of Instructional Materials: _____



Dylan Hink

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Compute fluently with multi-digit numbers and find common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>6.NS.4</p> <p>Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>GCF/LCM TAUGHT</i></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>5 - GCF in exploring</i> <i>6 - LCM in summary</i> <i>7 - Students find fractions with like denominators to solve division problems</i></p> <p><i>searched "distributive property" - not found</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>NO DISTRIBUTIVE PROPERTY</i> <i>NOT MUCH PRACTICE</i></p> <p>Overall Rating </p>

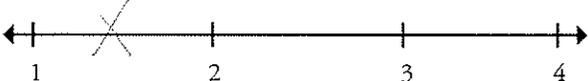
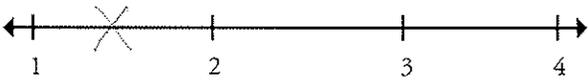
Reviewed By: _____

Title of Instructional Materials: _____

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Opale Hill

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>6.NS.5</p> <p>Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>8</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <ul style="list-style-type: none"> - OPERATION SHOWS OPPOSITES AS EQUAL DISTANCE FROM ZERO - ZERO PAIR DEBIT IN BANKING - KNOWLEDGE OF SIGN APPLIED TO PROBLEMS INVOLVING ADDITION AND SUBTRACTION OF INTEGERS <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <ul style="list-style-type: none"> * UNDERSTANDING OF CONTEXTS FOR POSITIVE AND NEGATIVE NUMBERS NOT FULLY DEVELOPED <p>Overall Rating </p>

Reviewed By: _____



Title of Instructional Materials: _____

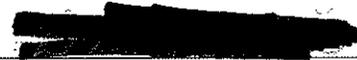
Opie Mind

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>6.NS.6a</p> <p>6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>• OPPOSITES AND ZERO PAIR TAUGHT</i></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>8</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>• HOW TO OPPOSITE NOT FULLY EXPLAINED</i></p> <p>Overall Rating </p>

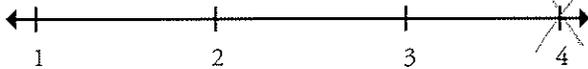
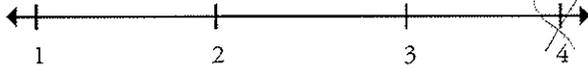
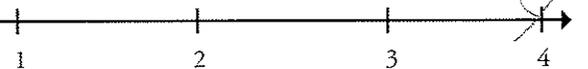
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Title of Instructional Materials: _____



Opportunity

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

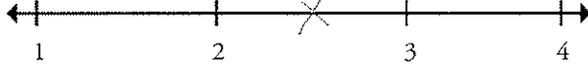
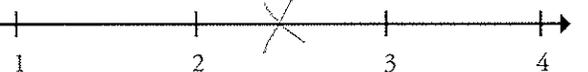
Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>6.NS.6b</p> <p>6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <ul style="list-style-type: none"> • TEACHES ALL FOUR QUADRANTS OF THE COORDINATE PLANE, ORIGIN; • EXPANDING CP TO INCLUDE LABELS 3; NOW POINTS DO NOT HAVE TO BE DIRECTLY ON GRID LINES, ETC. • DIRECTLY TEACHES REFLECTIONS ACROSS AXES
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>17</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

[Redacted]
Open Mind
6

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>6.NS.6c</p> <p>6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <ul style="list-style-type: none"> STUDENTS SEE NUMBERS ON NUMBER LINE STUDENTS FIND/NAME POINTS ON COORD. PLANE
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>8</i></p> <p><i>17</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <ul style="list-style-type: none"> STUDENTS DO NOT PLOT NUMBERS ON NUMBER LINE; THEY ARE ASKED TO IDENTIFY STUDENTS DO NOT PLOT POINTS ON COORDINATE PLANE
	<p>Overall Rating </p>

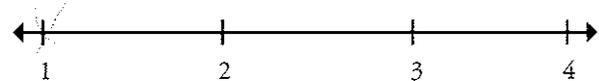
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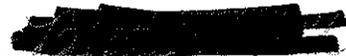
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MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>6.NS.7b</p> <p>7. Understand ordering and absolute value of rational numbers.</p> <p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$ to express the fact that $-3\text{ }^{\circ}\text{C}$ is warmer than $-7\text{ }^{\circ}\text{C}$.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>51</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>NOT EVIDENT</i></p> <p>Overall Rating </p>

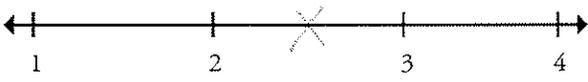
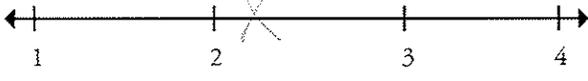
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Title of Instructional Materials: _____



Open Mind

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>6.NS.7c</p> <p>7. Understand ordering and absolute value of rational numbers.</p> <p>c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>8</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>*ABSOLUTE VALUE TAUGHT IN OVERVIEW</i></p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>*SUFFICIENT STUDENT PROBLEMS ASKING ABOUT ABSOLUTE VALUE NOT FOUND</i></p>
	<p>Overall Rating </p>

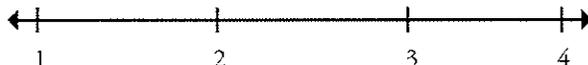
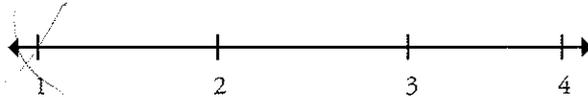
Reviewed By: _____



Title of Instructional Materials: _____

Opale Mind

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>6.NS.7d</p> <p>7. Understand ordering and absolute value of rational numbers.</p> <p>d. Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p><i>EXAMPLE SHOWS SUBJECT WITH NEGATIVE BALANCE "NO ACCOUNT"</i></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Not Listed</i></p> <p><i>Searched "absolute value" - not found; however, did find it in overview of 8.</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>NOT SUFFICIENTLY DEVELOPED</i></p>
	<p>Overall Rating </p>

